
A Comprehensive View of How LCPS "Says," Addresses and Explains Services for Students with Dyslexia

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Specialized Instructional Facilitators of Reading Mission/Vision

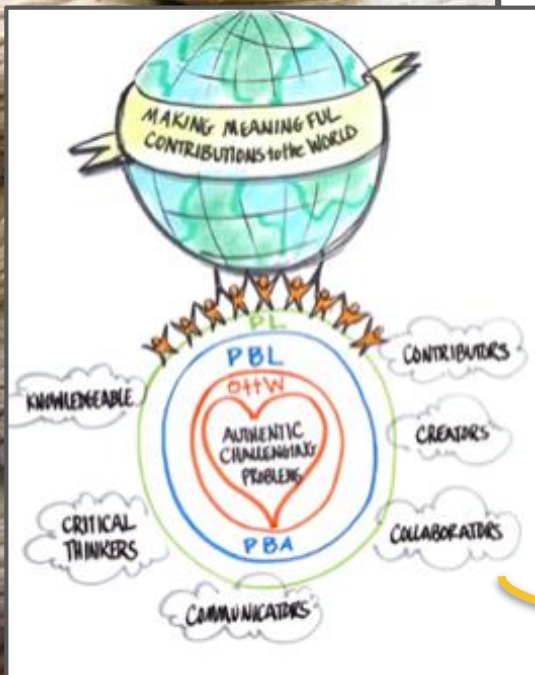
Vision:

All students will be empowered to make meaningful contributions to the world as a result of evidence-based, personalized literacy instruction.

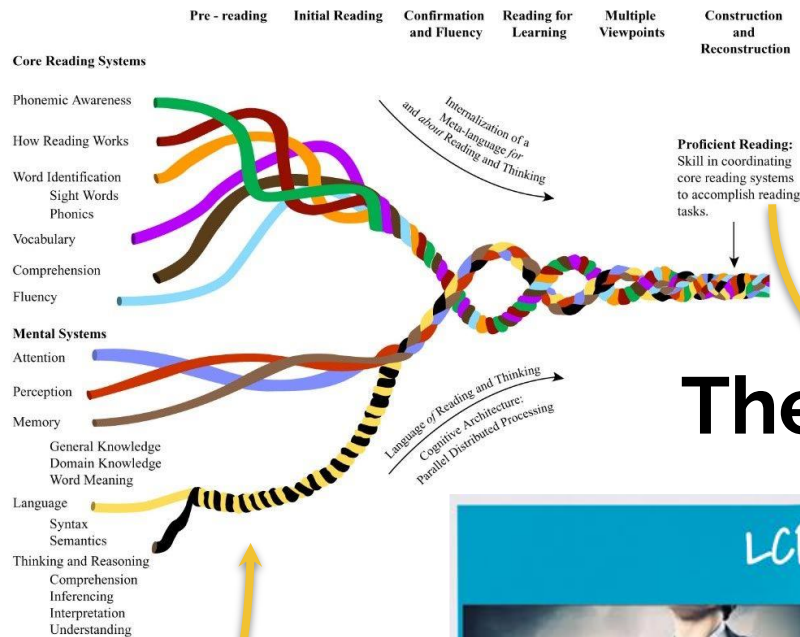
Mission Statement:

We will empower all LCPS stakeholders with the capacity to meet the personalized literacy needs of all students by fostering an equitable, collaborative, growth-oriented, data-driven culture achieved through ongoing professional learning and supportive fidelity coaching to integrate specialized reading instructional best practices within division initiatives.

The “Why”



Reading Stages



The Outcomes



The “How”

Session Objective:

Key concepts related to Specialized Reading Instruction in LCPS will be clearly communicated with stakeholders by reviewing answers to commonly asked questions:

- What is an instructional match for specialized reading instruction and what is the guidance in LCPS for students with disabilities in reading?
- Why and how do we identify specific areas of need?
- Once identified for special education services, how do we gather data to make an instructional match and monitor progress?
- What are some ways schools may choose to schedule these services during the school day?
- What is the role of the Specialized Reading Instructional Facilitator (SIF-R) in this process?

**What guidance are LCPS teachers given
in addressing the needs of
students with disabilities in reading?**

What is special education?

“Special education’ means specially designed instruction, at no cost to the parent(s), to meet the unique needs of a child with a disability...”

“Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this chapter, the content, methodology, or delivery of instruction: (34 CFR 300 .39(b)(3))

1 . To address the unique needs of the child that result from the child’s disability; and

2 . To ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within the jurisdiction of the local educational agency.”

VDOE Guidance Documents

VDOE Learning Disabilities Guidelines

http://www.doe.virginia.gov/special_ed/disabilities/learning_disability/learning_disabilities_guidelines.pdf

VDOE Supplementary Guide: Dyslexia FAQ

http://www.doe.virginia.gov/special_ed/disabilities/learning_disability/sld-dyslexia-guide.pdf

Definition of Specialized Reading Instruction

LCPS defines Specialized Reading Instruction (SRI) as targeted instruction addressing one or more of the foundational processes of reading (phonological awareness, phonics, reading fluency, reading comprehension, vocabulary and/or oral language). SRI is provided through a framework of Tier 2 and/or Tier 3 RTI Reading Practices. An instructional match is determined to target the student's areas of need, based upon multiple data sources. The nature of this instruction is that it is evidenced-based specifically for students with disabilities and/or those in the general education program who are not responding to Tier I Core Instruction. SRI can be described as: evidence-based, direct, explicit, systematic, sequential, cumulative and multisensory. It is critical that SRI is accompanied by progress monitoring using both mastery measures and general outcome measures/curriculum-based measurement (CBMs) in order to ensure effectiveness in individual student's growth. When using SRI practices, teams and teachers should ensure that fidelity to specific recommended lesson plan guidelines and instructional routines are followed.

Instructional Match for Students with Dyslexia and Other Reading-Related Disabilities

In addition to high-quality, differentiated core instruction, students with reading-related disabilities should receive supplemental intervention using an evidenced-based reading approach or commercial program that has demonstrated success with struggling readers as validated by research and that promote successful skill development.

Choosing an approach or program involves matching both its instructional content and methodology to the student's specific needs. Reading difficulties manifest in different ways, for different reasons, and each child's profile is unique.

Instructional Match for Students with Dyslexia and Other Reading-Related Disabilities

When beginning specialized reading instruction for students with reading-related disabilities, informal diagnostic assessment results and/or formal evaluation results should be analyzed to better understand what specific aspects of reading are weak and to better understand the student's specific deficits in certain cognitive processes. Looking at this information **in conjunction with** Phonological Awareness Literacy Screening (PALS), Developmental Reading Assessment (DRA), universal screening scores, FAST benchmark scores, running records, and past performance with previously presented approaches or interventions can help narrow down the choices to best fit the child's needs at that time.

**Once identified for special education services,
how do we gather data to make an instructional
match and monitor progress?**

Data Review & Analysis

Specialized Reading Instruction for Students with Disabilities:

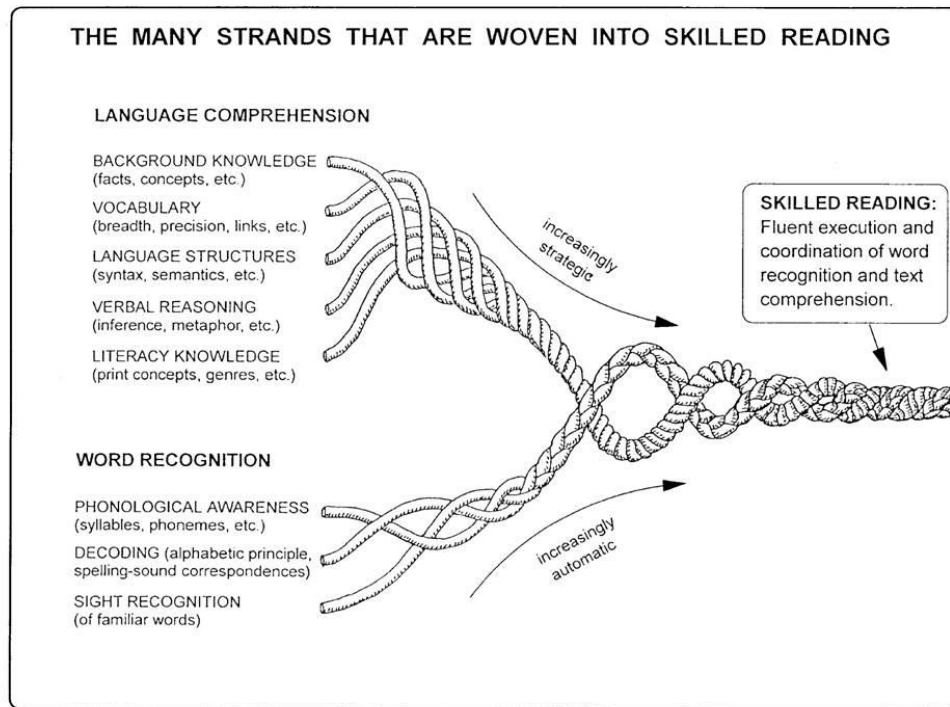
Use multiple data points from formal and informal evaluations

- Begin with universal screening results (PALS, MAP, DRA, etc)
- Identify weaknesses in specific aspects of reading (informal/diagnostic AND educational eligibility testing)
- Identify specific deficits in certain cognitive processes (psychological eligibility testing)
- Review past performance/progress

**Why and how do we identify specific areas of need
in reading?**

The “Why” Behind Digging Deeper

- Specific Skills for Reading
 - Science of Reading
 - Simple View of Reading:
 - Reading Comprehension = Decoding (Word Recognition) X Language Comprehension (oral language)
 - Reading Rope
- Fluency = bridge



The image, courtesy of the author, originally appeared in the following publication: Scarborough, H. S. (2001).

Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

The “How” Behind Digging Deeper

Use of informal diagnostic/instructional assessments

- Dig deeper to identify specific areas of need and skills that need to be addressed
 - Helps pinpoint type of instruction
 - Drives starting point of instruction, pace, and differentiation
- Examples include DSA, OG Phonics Inventory, CORE Phonics Inventory, PAST (Phonological Awareness)

Analysis of the results of the comprehensive evaluation for special education

Psychological Testing

Look for deficits in Cognitive Processing

- Attention - look for evidence of difficulties (rating scales, observations)
- Memory - usually look at RAN (rapid naming) under Long-Term Memory
- Areas of Linguistic Awareness/Processing
 - Phonological Processing - subcategory of Auditory Processing (usually tested in both psychological and educational)
 - Orthographic Processing - subcategory of Visual Processing (not ALWAYS tested)
- General cognitive abilities - are there global cognitive delays

Speech/Language Testing

Oral Language is foundation for reading comprehension

- Receptive vocabulary
- Expressive vocabulary
- May also include listening comprehension

Other factors/areas assessed

- Hearing screening
- Articulation

Educational Testing - Basic Reading Skills

- Letter/Word Recognition - includes irregular words
 - Need automatic word recognition (of any familiar word) to build fluency (sight vocabulary)
 - Look at accuracy but also automaticity (sometimes they test Word Recognition Fluency)
- Nonsense Word Decoding - phonetically regular words
 - Applying sound/symbol relationship (alphabetic principle)
 - Need efficient decoding to rapidly decode unfamiliar words
 - Look at accuracy and fluency (sometimes they test Decoding Fluency)
 - What types of errors are they making? What types of patterns/syllable types are they struggling with?

Educational Testing - Reading Fluency

- Silent Reading Fluency
 - True/false statements
- Oral Reading Fluency
 - Accuracy
 - Rate
 - Sometimes include comprehension tasks
- Evaluator observations during oral reading
- Error analysis (types of words that were difficult)

Educational Testing - Reading Comprehension

- What types of questions were difficult - literal/explicit or inferential/implicit?
- Reading vocabulary (including words with affixes and Greek/Latin bases)
- Evaluator observations during reading
- Error analysis (functional words v. content words)

Documentation of Data in IEP

Data drives the IEP, starting with present levels

- Capture data in the present level - specific and detailed areas of strength and needs
- Goals should be directly aligned to needs (What skills will be addressed?)
- Services aligned to addressing those needs (frequency, duration, location of instruction)

Data Drives Instructional Decisions

Specialized Reading Instruction for Students with Reading-Related Disabilities

Matching Instruction to Specific Student Need

IMPORTANT: Students receiving Tier 3 Specialized Reading Instruction (SRI) should participate in the 10-minute mini lesson, participate in shared reading/read aloud with think aloud components of the Pathways model, and be provided daily opportunities to apply explicitly-taught decoding, fluency and comprehension skills, within the context of connected decodable and uncontrolled authentic text with direct teacher feedback. Supplemental interventions matched to student needs are provided and undertaken with the explicit end goal of transfer to independence in making meaning from text.

What is the nature of the reading related disability?	<u>SLD: Dysphonic Dyslexia</u> (poor phonological processing with good memory. Other cognitive abilities are generally intact)	<u>SLD: Double Deficit Dyslexia</u> (Poor phonological processing along with poor Long-term memory/ RAN)	<u>SLD: Orthographic Dyslexia</u> (Poor orthographic processing, often with adequate phonological awareness. May or may not have memory deficits)	<u>SLD/SLI: Receptive and/or Expressive Language Deficits</u> : Comprehension & Vocabulary difficulties with intact basic reading skills	<u>Other Specific Learning Disability with Reading Fluency Deficits</u>	<u>Autism Spectrum Disorder</u>	<u>Hearing Impairment</u>	<u>Global Cognitive Delays (Intellectual Disabilities, including those on the Autism Spectrum)</u>
What kind of approach may best serve their needs?	An approach that focuses on letter/cluster sounds and sound manipulation, includes encoding, and emphasizes rules and structure of words. (A different option may be best if child has ADHD)	An approach that does not rely on learning rules, but emphasizes sound manipulation and may use mnemonics and multi-sensory approaches to connect letters/sounds	An approach that combines sound knowledge/letter patterns for both decoding and encoding and uses visualization and understanding of word forms and functions	An approach that connects language and possibly imagery/pictures, to enhance the comprehension process. Includes targeted vocabulary instruction and verbal reasoning	An approach that emphasizes timed, repeated reading, can also be layered with a more robust program in basic reading skills	An approach that is founded in the principals of Direct Instruction, paired to meet student's communication needs	A program that develops phonemic awareness, reading, spelling, and speech by utilizing visual and kinesthetic strategies	An approach that is founded in the principals of Direct Instruction that is highly sequential and repetitive with mnemonics and multi-sensory approaches to connect letters/sounds
What are examples of programs/approaches by grade level? (When moving through the tiers, consider increasing frequency or duration of the intervention before changing the approach)	<ul style="list-style-type: none"> • Corrective Reading: Decoding • Explode the Code • Language! Live (6-12) • LIPS (LMB) • Merrill • Orton-Gillingham Methodology (OG): Recipe for Reading • Read Well • Reading Mastery • Six Minute Solution • Stevenson 	<ul style="list-style-type: none"> • Corrective Reading: Decoding • Explode the Code • Language! Live (6-12) • LIPS (LMB) • Merrill • Orton-Gillingham Methodology (OG): Recipe for Reading • Read Well • Reading Mastery • Stevenson 	<ul style="list-style-type: none"> • Language! Live (Grades 6-12) • LIPS (LMB) • Merrill • Orton-Gillingham Methodology (OG): Recipe for Reading • Read Well • Reading Mastery • Seeing Stars (LMB) • Six Minute Solution 	<ul style="list-style-type: none"> • Corrective Reading: Comprehension • Language! Live (Grades 6-12) • Orton-Gillingham (Morphemic Analysis) • Read Well • Reading Mastery Language Series: Language for Thinking and Learning • SRA Specific Skill Series • Talkies (LMB) • Verbalizing and Visualizing (LMB) 	<ul style="list-style-type: none"> • Read Naturally • Six Minute Solution 	<ul style="list-style-type: none"> • Corrective Reading Comprehension • Corrective Reading Decoding • Edmark • Reading Mastery (Language and/or Reading Strand) • Reading Milestones • Talkies (LMB) • Unique Learning Curriculum • Verbalizing and Visualizing (LMB) 	<ul style="list-style-type: none"> • LIPS (LMB) 	<ul style="list-style-type: none"> • Corrective Reading Comprehension • Corrective Reading Decoding • Edmark • Orton-Gillingham methodology • Reading Mastery (Language and/or Reading Strand) • Reading Milestones • Talkies (LMB) • Unique Learning Curriculum • Verbalizing and Visualizing (LMB)

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Analyze the Ongoing Data to Further Guide Instruction

How do we know it is the “right match”?

- Progress monitoring data shows growth

Before changing interventions, consider changing other factors:

- Duration, frequency, intensity
- Layering additional strategies to supplement and enhance

What are some ways schools may choose to schedule these services during the school day?

Specialized Instruction Scheduling Examples

- In the general education classroom
 - “Power up” Block
 - Language Arts Block
 - Addressing the needs with instruction across content areas
- In a resource setting in addition to access to the general education classroom and curriculum
 - “Power up” Block
 - Language Arts Block
- In the self-contained special education program setting
- In a special class setting for the secondary language arts block and/or electives

Context: Assumptions to be made in the given EXAMPLE

- The student with dyslexia requires access to the general curriculum (SOLs).
- The student is currently reading below grade level expectations (DRA) and/or is performing below the 16th percentile according to FastBridge.
- The student requires specialized instruction in reading, per their IEP.
- As a best practice, the first scheduling option is to provide the main chunk of supplemental instruction during the 30-minute Power Up block, when available.
- Additional scheduling options are appropriate when the student requires specialized instruction, per their IEP, which extends beyond the school's designated Power Up time.
- Fidelity to the Tier 3 Intervention can be maintained, as long as all components of the intervention lesson are present during the school day, even if they are integrated throughout the school day and across settings, and/or additional interventions are layered.

Example:

How do I schedule for specialized reading services when the student receives OG as a Tier 3 Intervention?

Pathways to the Reading and Writing Workshop 3-5

Components Below May Also be Applied to Additional Grade Levels Where Applicable

Component

Time Allotment

Shared Reading

10 minutes

Read Aloud

20 minutes

Reading Workshop

60 minutes

Writing Workshop

45 minutes

Word Study

10-15 minutes

All of these components are required at some point throughout the instructional day!

Best Practice suggestion for SWD who access the general curriculum (SOLs) and the General Education setting per their IEP AND require specialized instruction in reading.

If a student's IEP requires access to general education curriculum and setting, they should participate in this component with differentiation and accommodations, as appropriate.

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Differentiation may include access to a combination of the following with the goal of engaging the student more meaningfully during this instructional time: OG Lesson, carry over of OG strategies into a strategy group/reading group, higher level audio text for access to comprehension standards

If a student's IEP requires access to general education curriculum and setting, they should participate in this component with differentiation and accommodations as appropriate.

Word Study can be made explicit instruction through the use of Orton-Gillingham based methodologies of pounding/tapping, dictation, decoding/syllabication and red words (odd balls). Word sort materials provided through Words Their Way can be aligned with the concept the student is currently working to master in Recipe for Reading.

Intervention is in additional enhancement to the core and not a replacement.

Additional considerations within this example:

- Default to LRE:
 - ***Which components of the instruction are developmentally appropriate to be delivered in the general education setting?***
 - K-2 Example: three part drill, vowel intensive, dictation, reading of connected text, etc. are all developmentally appropriate within the general education setting.
 - 3-8 Example: dictation, morphology, syllabication and reading of connected text are all developmentally appropriate within the general education setting



Additional considerations within this example:

- How could the delivery of personalized learning support this?
- How are we thinking flexibly and maximizing our instructional time?
 - *Which components of OG instruction could be delivered how/when/where?*
 - *How could we integrate read aloud and/or shared reading outside of the LA block?*
 - *How are we reshaping independent time to provide for additional opportunities for explicit instruction for students significantly below grade level?*



What is the role of the Specialized Reading Instructional Facilitator (SIF-R) in this process?

Typical Workday of a Specialized Instructional Facilitator of Reading (SIF-R)

- Provide coaching/ consultation to special education case managers during the development of the IEP draft for the purposes of summarizing data and proposing appropriate goals and services.
- Engage teachers in considering the LCPS instructional match guidance documents.
- Collaborate and communicate with the Special Education Supervisor, Consulting Teacher, etc. to keep all support staff aware of instructional delivery.
- Provide direct coaching and support for the teacher/interventionist during specialized reading instruction. This support will be set up in a gradual release of responsibility to the teacher/interventionist in an “I do. We do. You do.” framework. This includes support with lesson planning, modeling of lessons/strategies, and assistance with data analysis.
- Deliver the Specialized Reading Professional Learning Plan to teachers.

The SIF-R's role and purpose is to build capacity within the assigned school including the skillsets of the school staff. The SIF-R will not be the direct provider of specialized reading instruction. However, the SIF-R will be responsible for coaching this specialized instructional process until the staff demonstrate the skill set fluently, independently and with fidelity. Fidelity measurement tools, lesson plans and student progress monitoring will drive this decision-making process of gradual release.

Specialized Instructional Facilitators of Reading

Mission/Vision

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John Hattie *Visible Learning*

Effect Sizes

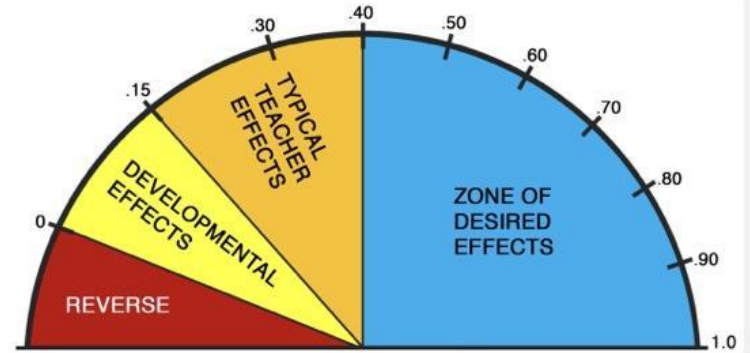
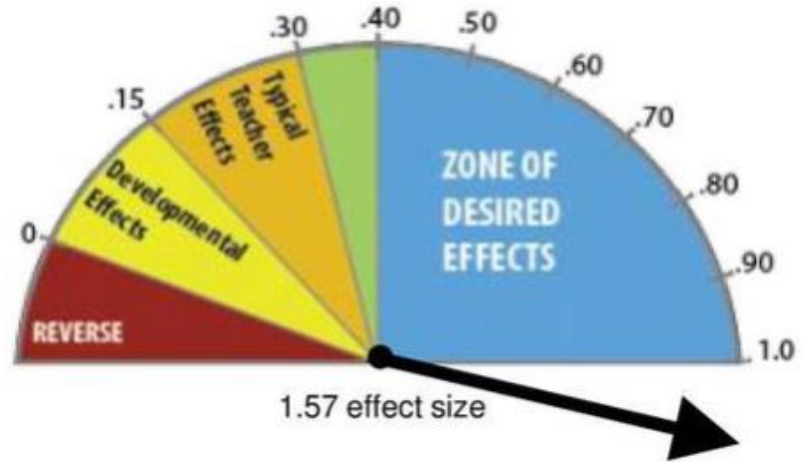


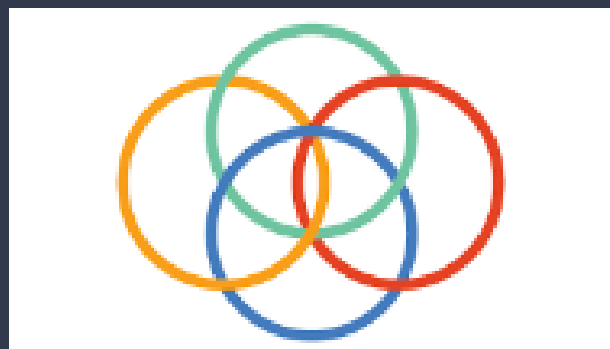
Figure 1: The meaning of effect sizes: teachers should aim for influences with an effect size of 0.4 or above. Image: Adapted from visible-learning.org (Hattie 2017).

Collective Teacher Efficacy

Effect Size = 1.57

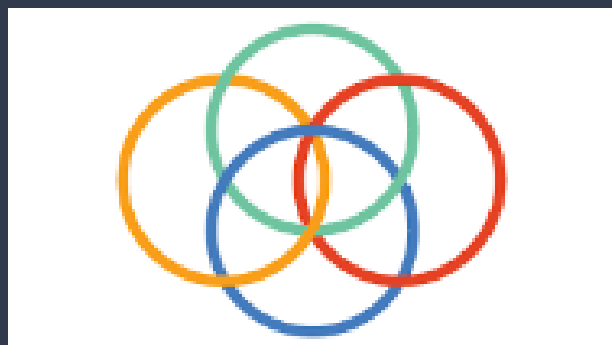


4 Hats of Shared Leadership



Facilitating
Presenting
Coaching
Consulting

4 Hats of Shared Leadership



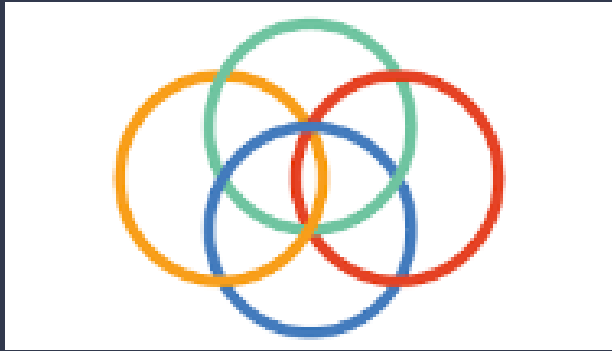
Facilitating

To facilitate means “make easier.”

Presenting

To present is to teach.

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Data Drives Instructional Decisions

Role of the SIF-R

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Specialized Reading Instruction for Students with Reading-Related Disabilities

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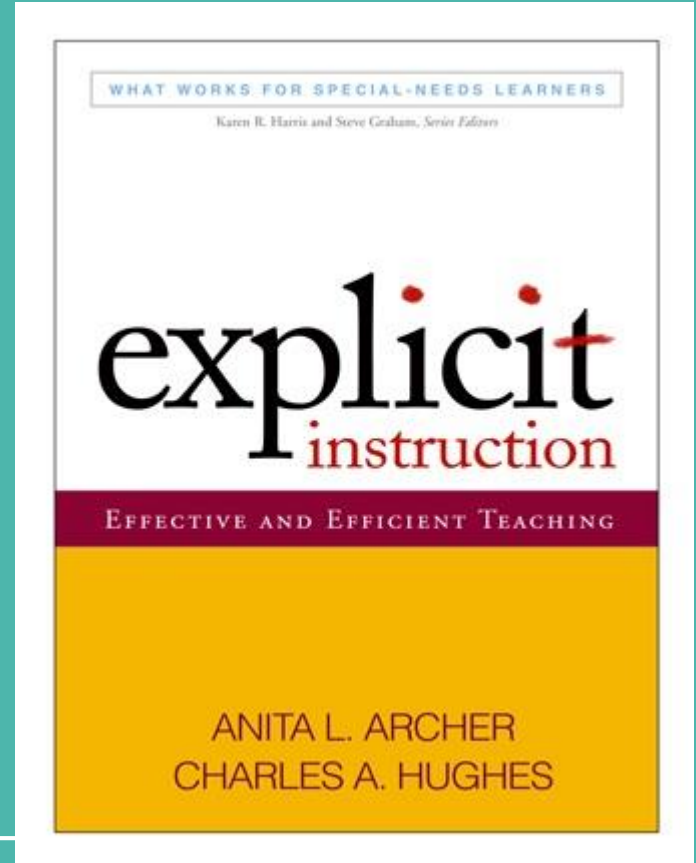
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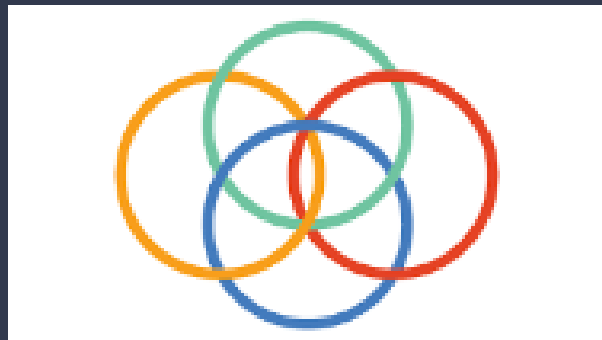


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Coaching

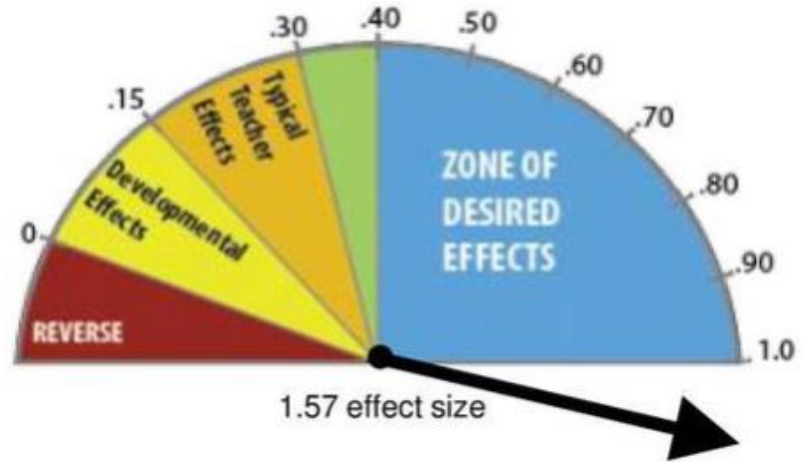
To coach is to help a group take action toward its goals while simultaneously helping it to develop expertise in planning, reflecting, problem-solving, and decision-making.

Consulting

To consult is to be an information specialist or an advocate for content or process.

Collective Teacher Efficacy

Effect Size = 1.57



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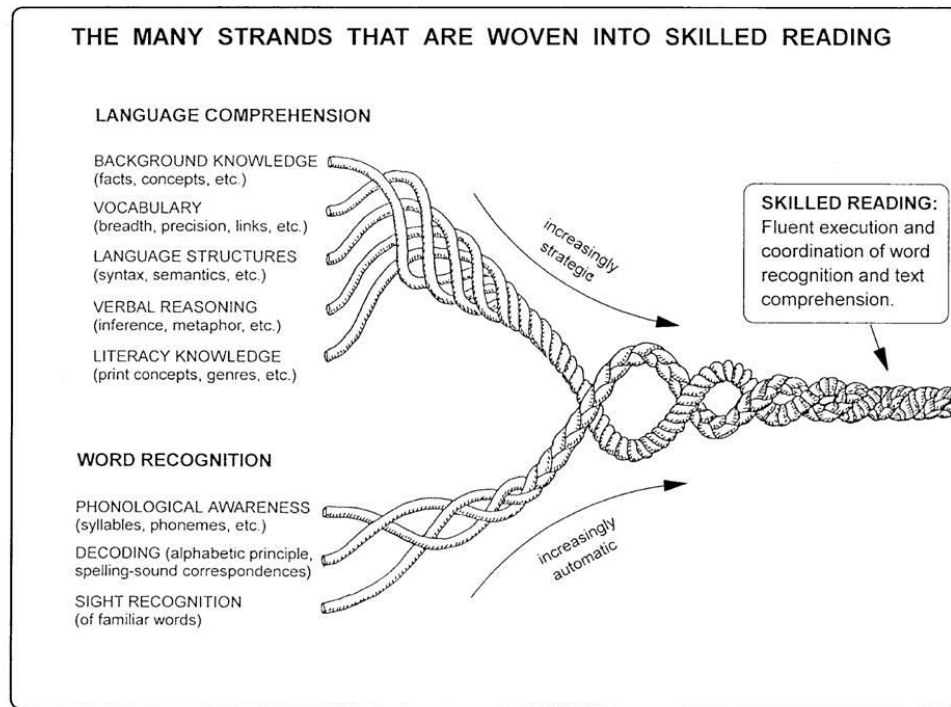
What is the nature of the reading related disability?	<u>SLD: Dysphonic Dyslexia</u> (poor phonological processing with good memory. Other cognitive abilities are generally intact)	<u>SLD: Double Deficit Dyslexia</u> (Poor phonological processing along with poor Long-term memory/ RAN)	<u>SLD: Orthographic Dyslexia</u> (Poor orthographic processing, often with adequate phonological awareness. May or may not have memory deficits)	<u>SLD/SLI: Receptive and/or Expressive Language Deficits</u> : Comprehension & Vocabulary difficulties with intact basic reading skills	<u>Other Specific Learning Disability with Reading Fluency Deficits</u>	<u>Autism Spectrum Disorder</u>	<u>Hearing Impairment</u>	<u>Global Cognitive Delays (Intellectual Disabilities, including those on the Autism Spectrum)</u>
What kind of approach may best serve their needs?	An approach that focuses on letter/cluster sounds and sound manipulation, includes encoding, and emphasizes rules and structure of words. (A different option may be best if child has ADHD)	An approach that does not rely on learning rules, but emphasizes sound manipulation and may use mnemonics and multi-sensory approaches to connect letters/sounds	An approach that combines sound knowledge/letter patterns for both decoding and encoding and uses visualization and understanding of word forms and functions	An approach that connects language and possibly imagery/pictures, to enhance the comprehension process. Includes targeted vocabulary instruction and verbal reasoning	An approach that emphasizes timed, repeated reading, can also be layered with a more robust program in basic reading skills	An approach that is founded in the principals of Direct Instruction, paired to meet student's communication needs	A program that develops phonemic awareness, reading, spelling, and speech by utilizing visual and kinesthetic strategies	An approach that is founded in the principals of Direct Instruction that is highly sequential and repetitive with mnemonics and multi-sensory approaches to connect letters/sounds
What are examples of programs/approaches by grade level? (When moving through the tiers, consider increasing frequency or duration of the intervention before changing the approach)	<ul style="list-style-type: none"> • Corrective Reading: Decoding • Explode the Code • Language! Live (6-12) • LIPS (LMB) • Merrill • Orton-Gillingham Methodology (OG): Recipe for Reading • Read Well • Reading Mastery • Six Minute Solution • Stevenson 	<ul style="list-style-type: none"> • Corrective Reading: Decoding • Explode the Code • Language! Live (6-12) • LIPS (LMB) • Merrill • Orton-Gillingham Methodology (OG): Recipe for Reading • Read Well • Reading Mastery • Stevenson 	<ul style="list-style-type: none"> • Language! Live (Grades 6-12) • LIPS (LMB) • Merrill • Orton-Gillingham Methodology (OG): Recipe for Reading • Read Well • Reading Mastery • Seeing Stars (LMB) • Six Minute Solution 	<ul style="list-style-type: none"> • Corrective Reading: Comprehension • Language! Live (Grades 6-12) • Orton-Gillingham (Morphemic Analysis) • Read Well • Reading Mastery Language Series: Language for Thinking and Learning • SRA Specific Skill Series • Talkies (LMB) • Verbalizing and Visualizing (LMB) 	<ul style="list-style-type: none"> • Read Naturally • Six Minute Solution 	<ul style="list-style-type: none"> • Corrective Reading: Comprehension • Corrective Reading: Decoding • Edmark • Reading Mastery (Language and/or Reading Strand) • Reading Milestones • Talkies (LMB) • Unique Learning Curriculum • Verbalizing and Visualizing (LMB) 	<ul style="list-style-type: none"> • LIPS (LMB) 	<ul style="list-style-type: none"> • Corrective Reading: Comprehension • Corrective Reading: Decoding • Edmark • Orton-Gillingham methodology • Reading Mastery (Language and/or Reading Strand) • Reading Milestones • Talkies (LMB) • Unique Learning Curriculum • Verbalizing and Visualizing (LMB)

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Simple View of Reading and the “Reading Rope”

- Specific Skills for Reading
 - Science of Reading
 - Simple View of Reading:
 - Reading Comprehension = Decoding (Word Recognition) X Language Comprehension (oral language)
 - Reading Rope
- Fluency = bridge



The image, courtesy of the author, originally appeared in the following publication: Scarborough, H. S. (2001).

Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

Fall 2017 (Gr. 2)

Text Level: Grade 2

- 14 words correct per minute
- 78% accuracy
- 9th percentile

Fall 2019 (Gr. 4)

Text Level: Grade 4

- 93 words correct per minute
- 99% accuracy
- 21st percentile

Specialized Instructional Facilitators of Reading Mission/Vision

Vision:

All students will be empowered to make meaningful contributions to the world as a result of evidence-based, personalized literacy instruction.

Mission Statement:

We will empower all LCPS stakeholders with the capacity to meet the personalized literacy needs of all students by fostering an equitable, collaborative, growth-oriented, data-driven culture achieved through **ongoing professional learning and supportive fidelity coaching** to integrate specialized reading instructional best practices within division initiatives.

Collaboration is Key



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